

**FACULTY OF ARTS AND SCIENCE  
FACULTY BOARD**

A meeting of Faculty Board was held on Friday, October 19, 2018 at 3:30 p.m. in Dunning 14 Mr. Rose was in the Chair.

Before beginning the business of the meeting Dr. MacLean read a tribute to Dr. Frost, a faculty member in Department of Psychology at Queen's, who passed away on October 4, 2018. A copy of the tribute will be sent to the family.

**1. Adoption of the Agenda**

Moved by J. Mingo, seconded by S. Sharma, and carried that "the agenda be adopted."

**2. Approval of the Minutes**

Moved by J. Mingo, seconded by S. Sharma, and carried that the "minutes of September 21, 2018 be adopted as amended."

**3. Business Arising from the Minutes**

There was no business arising from the minutes.

**4. Arts and Science Undergraduate Society Report**

ASURF: Funding applications for the Arts and Science Undergraduate Research Fund is now open. ASURF is a \$3.75 opt-out fee administered to all students in arts and science. In a partnership with the Faculty of Arts and Science, they agreed to match the total fund. Last year, the fund was valued at \$71,000 and we are still waiting to confirm the final numbers! All undergraduate arts and science students are eligible to apply for the fund, and it can be contributed to any stage of undergraduate research, whether that includes travel costs, equipment, conference fees, etc. ASUS received a positive reception from students and faculty alike, and have already been receiving applications. If you would like more information on ASURF, feel free to send me an e-mail [president@asus.queensu.ca](mailto:president@asus.queensu.ca) or visit [www.queensasus.com/asurf](http://www.queensasus.com/asurf) for the full details and application form. Furthermore, S. Sharma would be happy to send more information to anyone who would like to distribute it directly to their students; we are really hoping for a big push from faculty to encourage students to apply.

Orientation Week: Hiring the rest of the Orientation Week team. ASUS hired the new Head Gael, Noam Epstien Roth. He is a third-year LifeScience student. We are currently in the middle of hiring the rest of our team (we've had about 12 hours of interviews so far!). We are excited to hire the rest and to begin our planning.

Life After ArtSci: We are only about two weeks away from Life After ArtSci! We are encouraging faculty to share this information with your students! The next few weeks will be heavily focused on Life After ArtSci

**5. Dean's Report**

Details of the Dean's Report can be found at:  
[Dean's Report – October 19, 2018](#)

**6. Question Period**

There were no questions.

**7. Report of the Nominating Committee – [Appendix A](#) – for approval**

Moved by P. Fachinger, seconded by S. Blake and carried, “that the Faculty of Arts and Science Committee Membership attached be approved.”

**8. Curriculum Initiatives - Faculty of Arts and Science Response to the Principal's Implementation Committee on Racism, Diversity, and Inclusion (PICRDI) and *Extending the Rafters*, the Truth and Reconciliation Commission Task Force’s Final Report – for discussion**

J. Atkinson discussed Curriculum Initiatives - Faculty of Arts and Science Response to the Principal's Implementation Committee on Racism, Diversity, and Inclusion (PICRDI) and *Extending the Rafters*, the Truth and Reconciliation Commission Task Force’s Final Report, as you develop and/or revise courses this year, we invite you to do so within the context of the draft revised Queen’s Learning Outcomes (document pending Senate approval), the [Extending the Rafters: Truth and Reconciliation Commission Task Force Final Report \(TRC\)](#) and the [Principal's Implementation Committee on Racism, Diversity, and Inclusion-Final Report \(PICRDI\)](#). We are collecting information to learn more about how departments are moving forward on these initiatives. The Intended Learning Outcomes and Learning Hours Form for 2018-19 now includes two questions for completion.

**Please describe how, if at all, this course and/or your department's curriculum process addresses the PICRDI recommendation to actively diversify the curriculum**

*Examples:*

*Course - the reading list has been revised to include more diverse voices, with particular attention to those from equity-seeking groups such as...*

*Department - our department has begun using the DEAP tool to evaluate our progress towards increasing diversity and inclusion and has conducted a student survey for the purpose of consulting and collecting any student suggested ways in which we can increase diversity and inclusion in the classroom.*

**Please describe how, if at all, this course and/or your department's curriculum process addresses the TRC recommendations to integrate Indigenous knowledge into curricula across academic programs and to link Indigenous content to learning outcomes.**

*Examples:*

*Course - A new assignment was added which asks students to choose an Indigenous [author, playwright, musician, activist, lawyer, etc.] and identify the impact of colonialism on their life and work.*

*Capstone assignment - Applying one of the five qualitative research methods we’re learning about, investigate and make recommendations for a plan to build a central space on campus for Indigenous activities and the celebration of Indigenous traditions.*

*Dept - Last winter our department invited the CTL in to facilitate a workshop on decolonization; some of our instructors have connected with Indigenous resource centers on campus and in the community.*

**9. Faculty of Arts and Science Strategic Plan – for information**

Information on the FAS Strategic Plan Consultation process can be found at:

[FAS Strategic Plan](#).

**10. Final Report – Faculty of Arts and Science Review of the Academic Consideration Protocol – Appendix B – for information**

**11. Other Business**

J. Mennell, Secretary  
Faculty Board

J. Rose, Chair  
Faculty Board